



INTENT/WHY?

- encourage an interest in the past and stimulate enquiry skills
 - enable children to learn about significant events in British history and to appreciate how things have changed over time;
 - develop a sense of chronology; know how the British system of democratic government has developed and thus contribute to a child's citizenship education and their understanding of core British values.
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- understand how Britain is part of a wider European culture and to study some aspects of European history;
 - have some knowledge and understanding of historical development in the wider world;
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- help children understand their place within society, so that they develop a sense of cultural heritage.

Term	EYFS	Year A		
		Key stage 1	Lower Key Stage 2	Upper Key Stage 2
		Year 1 Year 2	Year 3 Year 4	Year 5 Year 6
Autumn Units & Key Vocabulary	Comment on images of familiar situations in the past	Toys now and then <i>How have toys changed over time?</i>	The Romans <i>Did the Romans make Britain better?</i>	World War Two <i>How did life change in Britain during WW2?</i>
	recognise that people have different beliefs and celebrate different times in different ways.	Key vocabulary: decade, earlier, later, older, newer	Key vocabulary:	Key vocabulary: allies, Blitz, evacuee, evacuation, Home-Front, Hitler, invasion, Neville Chamberlain, nature, origin, purpose, primary, secondary. Rationing, reliability, secondary, source, propaganda.
Autumn Core Concepts		-Chronological understanding: Identifying similarities and differences between ways of life in different periods. - gain historical perspective by placing their growing knowledge into different contexts understanding the connections between short and long-term timescales. -Continuity and Change: Changes within living memory of the adults around them.	-Chronological understanding- develop a secure knowledge and understand how people's lives have been shaped this nation and how Britain has been influenced by the wider world. Change and continuity: devise historically valid questions about change, cause, similarity, difference and significance. -Historical enquiry- understand methods of historical enquiry and understand how knowledge of the past is constructed from a range of sources.	-Chronological understanding- How people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world. Cause and consequence- understand these concepts and use them to draw contrasts, analyse trends and frame historically valid questions.

Spring Units & Key Vocabulary	<p>Comment on images of familiar situations in the past</p> <p>recognise that people have different beliefs and celebrate different times in different ways.</p>	<p>Nurturing Nurses</p> <p><i>How have famous nurses made a difference to our lives today?</i></p>	<p>Windrush</p> <p><i>What impact have the Windrush generation had on us today?</i></p>	<p>The Zulu Kingdom</p> <p><i>What can we learn from the Zulu Kingdom?</i></p>
		<p>Key vocabulary:</p>	<p>Key vocabulary:</p>	<p>Key vocabulary: King Shaka Zulu, Anglo-Zulu War, artefact, assumption, colonisation, culture, Victorian Era, Victorians, Battle of Isandlwana, King Chetshwayo</p>
Spring Core Concepts		<p>-Chronological understanding- To compare aspects of life in different periods</p> <p>-Lives of significant individuals in the past who have contributed to national and international achievements.</p>	<p>Chronological understanding: Place events from a historical period studied on a timeline. Know and understand how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</p> <p>Gain and deploy an understanding of 'Empire'.</p> <p>Constructing informed responses that involve thoughtful selection and organisation of relevant information. Understand how knowledge of the past is constructed from a range of sources.</p>	<p>Interpretations of History: To be able to compare accounts of events from different sources. Consider ways of checking accuracy of interpretations (e.g. nature, origin and purpose)</p> <p>Historical enquiry: use evidence to build up a picture of past events and use a range of sources to find out about an aspect of time past.</p> <p>know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires, characteristic features of past non-European societies; achievements and follies of mankind</p> <p>Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation'</p> <p>How Britain has influenced and been influenced by the wider world.</p>
Summer Units & Key Vocabulary	<p>Know some similarities and differences between things in the past and now, drawing on their experiences.</p> <p>Understand the past through settings, characters and events encountered</p>	<p>Intrepid Explorers</p> <p><i>How has exploration changed over time?</i></p>	<p>Anglo Saxons, Picts and Scots</p> <p><i>Why does the discovery at Sutton Hoo matter to us?</i></p>	<p>Early Islamic Civilization</p> <p><i>What can we learn from the Ancient Islamic Civilization?</i></p>
		<p>Key vocabulary: explorer, exploration, discovery, change, Asia, astronaut, America, space, Neil Armstrong, Christopher Columbus.</p>	<p>Key vocabulary:</p>	<p>Key vocabulary: scholars, caliphs, Muhammad, ancient, Islamic, civilisation, trade, House of Wisdom, Baghdad, caliphate, Sunni, Shia, inventions, trade, Silk Road</p>
Summer			<p>Historical enquiry- construct informed responses which involve thoughtful selection and organisation of relevant historical information. Understand that</p>	<p>-address and devise historically valid questions about change, cause, similarity/difference and significance.</p>

<p>Core Concepts</p>	<p>in books read in class and storytelling.</p>	<p>The lives of significant individuals in the past who have contributed to national and international achievements. Events beyond living memory that are significant individuals in the past to national and international achievements.</p> <p>Continuity and Change: Children will explore how exploration has changed and evolved over time.</p> <p>Historical representations- understanding some of the ways we find out about the past and identify different ways which it is represented.</p>	<p>knowledge of the past is constructed from a range of sources.</p> <p>Chronological understanding- Know and understand the history of these islands as a coherent, chronological narrative. How people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world</p> <p>Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'</p>	<p>Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations.</p> <p>How Britain has influenced and been influenced by the wider world.</p>
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LINKS TO? (Cross curricular History, Geography and Science links, PSHE, Values etc)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Whole Year</p>	<p>Toys Then and Now links to: Science (Everyday Materials)</p> <p>Nurturing Nurses links to: DT (Cooking and Nutrition- healthy eating) PSHCE (healthy me)</p> <p>Intrepid Explorers links to: Literacy (The Smeds and the Smoos) Computing (Maze Explorers) Geography (Hot and Cold Places)</p>	<p>Toys Then and Now links to: Science (Materials: Good Choices)</p> <p>Nurturing Nurses links to: Literacy (information book on nurses)</p>	<p>Windrush links to: Work completed during focus week</p> <p>Anglo Saxons, Picts and Scots links to: RE (aspects of Christianity)</p>	<p>Windrush links to: Work completed during focus week</p> <p>Anglo Saxons, Picts and Scots links to: RE (aspects of Christianity)</p>	<p>World War 2 links to: English (Friend or Foe- Michael Morpurgo) Enrichment experience day- WW2 trip to Lincolnsfields</p> <p>DT (Cooking and Nutrition- making food for a healthy heart- adapting recipes)</p> <p>Early Islamic Civilisation links to: RE (Islam-Commitment to God)</p>	<p>World War 2 links to: English (Carries War- Nina Bawden) Enrichment experience day- WW2 trip to Lincolnsfields</p>